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ABSTRACT

A 7-day study mission by the House Subcommittee on Postsecondary Education, to Moscow, Kiev, Bonn, and an interim stop in Athens is reported. The mission was designed to gather information regarding the current state of higher education, especially on financing and curriculum, in West Germany and the U.S.S.R. The delegation was especially interested in: methods of financial assistance provided to students by the national governments; foreign language requirements for elementary/secondary and postsecondary students; the relationship of language training to economic growth and national defense; and national financial and other support for the arts, humanities, and museums. The delegation's briefing on the overseas Department of Defense Dependent Schools (DODDS) and on the Soviet education system (administrative structure at the national level and in each of the republics) is also reported, along with discussions of foreign policy issues. The structure of the Soviet Union's two types of college-level schools are described: (1) the institute, which specializes in a single subject such as medicine, agriculture, and engineering and (2) universities, which offer a wide range of subjects in the humanities and pure sciences. The Soviet Union provides free textbooks to elementary and secondary students. Students are taught in the native language of their republic but English, French, German, and Spanish are also taught, one of which must be mastered prior to graduation. (SW)

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97th Congress
2d Session

COMMITTEE PRINT

STUDY MISSION TO THE SOVIET UNION, WEST GERMANY, AND GREECE JUNE 28, 1981–JULY 3, 1981

REPORT

OF THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

SEPTEMBER 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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LETTER OF TRANSMITTAL

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND LABOR,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
Washington, D.C., July 21, 1982.

Hon. CARL PERKINS,
Committee on Education and Labor,
Rayburn House Office Building,
Washington, D.C.

DEAR CARL: Please find enclosed the report of the Subcommittee's trip to the Soviet Union and West Germany in June and July 1981. I regret the delay in complying with Committee Rules, however, I wanted to be certain that the report was accurate and complete. Because of the potential international ramifications, it was necessary to review some of these items with the State Department.

The minority staff who accompanied us on the trip did review and comment on a draft version of the report. Those comments have been incorporated.

In order to provide copies of the report to Members who accompanied us on the trip, I would like to have two hundred (200) copies printed.

Cordially,

PAUL SIMON,
Chairman.

Enclosure.

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WIDENING A NARROW STREAM

INTRODUCTION

The Subcommittee on Postsecondary Education, chaired by Representative Paul Simon (D-Ill.), undertook a study mission to Moscow and Kiev in the Soviet Union and Bonn, West Germany. The subcommittee made an interim stop in Athens, Greece. The study mission lasted for seven days during the Independence Day Congressional recess. The purpose of the mission was to gather information regarding the current state of higher education, especially with respect to financing and curriculum, in both countries. In addition to the Chairman, "Codel Simon" delegation members included Representative E. Thomas Coleman (R-Mo.), Representative Baltasar Corrada (D-P.R.), and Representative Wendell Bailey (R-Mo.), who are members of the Education and Labor Committee. Representatives Stan Parris (R-Va.) and Steny Hoyer (D-Md.) joined the Subcommittee delegation.

The delegation was especially interested in investigating what methods of financial assistance are provided by these national governments to assist students; what foreign language requirements exist for elementary and secondary and postsecondary students; to what extent language training is related to economic growth and national defense; and what financial and other support is provided by these national governments for the arts, humanities and museums. Finally, the delegation used this opportunity to be briefed on the Department of Defense Overseas Dependent Schools.

Following a Sunday afternoon arrival in Moscow on June 27, 1981 amid temperatures in the mid-nineties, the delegation began an ambitious schedule of meetings with high Soviet education officials. Prior to beginning the round of meetings, the delegation was briefed by the American Embassy's Charge d'Affaires, Jack F. Matlock, Jr., and his staff. The briefing included information on current United States-Soviet political relations and the military and economic state of affairs in the Soviet Union. The briefing provided an excellent background and context for the delegation's three and one-half days in the Soviet Union.

The delegation's first meeting was with representatives of the Supreme Soviet Commission on Education and Culture, one of the twenty-six standing Commissions in the Soviet Union. Taking part in the meeting with the Codel Simon delegation were the Chairman of the Commission on Education and Culture of the Council of Nationalities and Vice President of the Soviet Academy of Sciences, P. M. Fedoseyev; the Deputy Chairman of the Commission on Education and Culture and Rector of Moscow State University, A. A. Logunov and other government officials. The delegation was given a brief overview of the Soviet education system and the administrative structure at the national level and in each of the republics. The national govern-

ment maintains strong central and technical control of elementary, secondary, and postsecondary schools and the curriculum, although each republic has its own ministry of education and ministry of higher education. The principal responsibilities of the ministries in each republic are provision of equipment, textbooks and school construction. Textbooks are standard throughout the USSR, but are written in the languages of the various republics.

INSTITUTIONS OF HIGHER LEARNING

There are two types of college-level schools (*vuz*) in the Soviet Union: the institute (*institut*) and the university (*universitet*). A Soviet institute specializes in a single subject such as medicine, agriculture, engineering. Universities offer a wide range of subjects in the humanities and the pure sciences. The course of study in a university or institute lasts five years (six years in a medical institute). The upper age limit for entry into a university or institute is 35, except in the evening and correspondence divisions, where there is no age limit. The first graduate degree is the candidate degree (*kandidatskaya stepen*). Graduate study beyond the high school diploma is called *aspiranturs* and generally extends for three years, culminating in the granting of the *Kandidat Nauk* (Candidate of Science) degree. The graduate student must successfully complete three examinations: one in the student's specialty, one in a foreign language, and one in philosophy (including Marxism-Leninism). There is no course work in the graduate student's major subject, but a thesis must be published.

The doctoral degree (*doktorskaya stepen*) is the highest degree attainable in the Soviet Union. No course work is required for the degree. Students or working professionals who apply for the degree are given a year to complete their dissertation. The doctoral student (*doktorant*) usually supervises and advises candidate degree students while completing his dissertation (which must be a major contribution to his field). The recipient of the degree receives the title Doctor of Science (*doktor nauk*).

ADMINISTRATIVE STRUCTURE

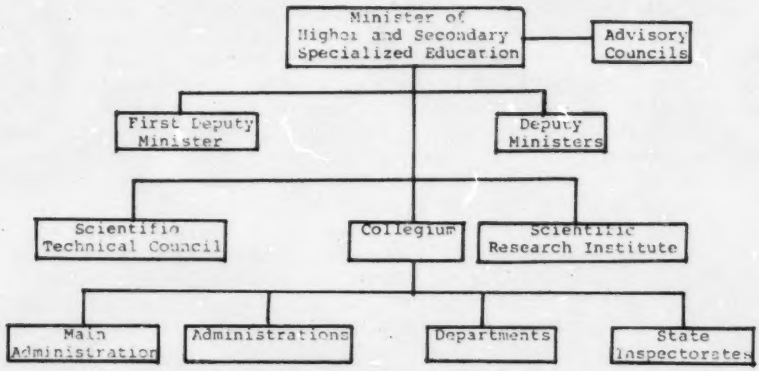
The Education and Culture Commission of the Council of Nationalities of the Supreme Soviet serves as a sounding board and policy body for the national legislature. The Soviet officials noted that the Commission is responsible for public hearings and reports on the budget process. For example, Chairman Fedoseyev described eight hearings where thirty-five reports were received. On the basis of the hearings and testimony, the Commission offered proposed spending levels for education and culture. Finally each of the standing commissions forward their recommendations to the Presidium where the "... final decisions are determined." In reality, neither the Commission nor the Supreme Soviet exercises any real authority. Strong central control of all schools is maintained in the respective ministries. Policy is made, financing is determined and funds are allocated by the Ministry of Education and Ministry of Higher and Secondary Specialized Education. Each of the fifteen republics does have comparable local ministries whose responsibilities are primarily administrative. The

system of administration of higher education forms a chain extending downward from Moscow and the central Ministry of Higher and Secondary Specialized Education (*Minvuz*), one of the government ministries under the U.S.S.R. Council of Ministries, through the 15 constituent-Republic counterpart ministries (directly responsible to the *Minvuz* in Moscow and to their Republic Councils of Ministries) and other Republic government ministries directly supervising the higher education institutions (*VUZy*), to the administrative apparatus within the *VUZy* themselves. Since higher education, like other fields, is part of the total political and economic concern of the Soviet Communist Party and Government, overall planning and control extend beyond the Party leadership and the Section of Science and Schools of the Communist Party Central Committee to Party departments within each school; and from the Government State Planning Commission (*Gosplan*) in Moscow to parallel bodies in the 15 Republics.

Of particular interest to the delegation during the meeting with the Supreme Soviet Commission members were the following:

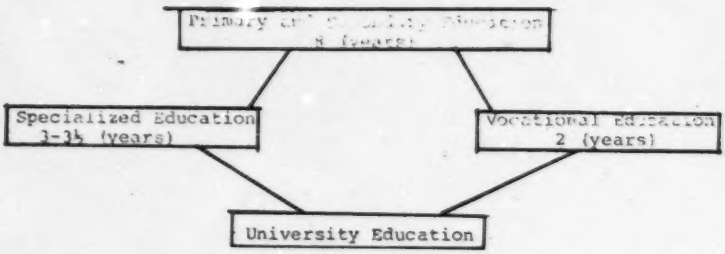
The Soviet Union provides "free" textbooks to elementary and secondary students as a constitutional right.

Students are taught in the native language of their republic but English, French, German and Spanish are also taught— one of which must be mastered prior to graduation. However, Representative Coleman was able to have Soviet officials confirm his understanding that fluency in the Russian language was especially encouraged in non-Russian Soviet Republics. The Soviets pointed out that teaching in the native language of the various Republics is guaranteed by the Soviet constitution. The Soviets denied any program of mandatory "Russification". However, they did admit that since the Russian language was the medium of cross-Republic communication in this multinational system, institutions of higher learning conduct their courses in the Russian language. Consequently, secondary students who desire "upward mobility" must attain fluency in the Russian language.



MINISTRY OF HIGHER EDUCATION

The delegation next met with the Minister of Higher and Secondary Specialized Education, Yacehelspol Yelyutin, who has served in his position for years. Minister Yelyutin described in detail the policies and structure of higher education in the Soviet Union. The basic process is illustrated below:



UNIVERSITY EDUCATION

The basic functions of the higher education ministry are to plan for the training of needed specialists and guide the careers of those capable of succeeding academically. Although there may be freedom to choose a career only the "best and the brightest" are able to pursue their life's goal. As Minister Yelyutin put it ". . . everyone cannot be a ballet dancer with the Bolshoi." The Soviet system guarantees a job to every Soviet citizen. Although change of one's job is possible, 70–80 percent of those trained remain in their original assignments. The total Soviet school population includes the following in the postsecondary sector: 4.5 million in specialized education; 6.0 million in vocational education; 5.2 million in universities; 0.1 million graduate students.

Fifty-two percent of all students in higher education are female. According to the most recent Soviet figures, there are almost 900 institutions of higher learning, including 189 industrial institutes, 9 communication institutes, 100 agricultural institutes, 40 economic institutes, 4 law schools, 82 health institutes, 20 institutions engaged in physical education training and sports, and 283 general institutions—including 63 universities, 201 pedagogical institutes and 55 set and film institutes.

Soviet educators are now pursuing two goals as part of their 11th Five Year Plan. The first goal is a form of "Russification" of the 14 non-Russian republics in the Soviet Union. This effort is meeting with some resistance within the republics. Russification includes promoting the use of the Russian language and adherence to certain cultural norms. The second goal is the integration of science and education, which is evident in the increased emphasis on vocational education, in an effort to produce more technicians for industry. Most of the officials with whom the delegation met emphasized the independence of the education ministries within each republic and national efforts to encourage preservation of local languages and cultures.

In Soviet institutes and universities the academic year consists of two semesters, each of which ends in a "examining session." Applicants to a college-level institution (*vuz*), specialize upon entry and apply to a department (*fakultet*) within a *vuz*, not to the *vuz* itself. Students have little choice in their class schedules. Their program is preplanned and offers little opportunity for elective courses. The maximum workload for first, second, third, and fourth year students is 36 hours a week; 30 hours a week for fifth and sixth year students. Students attend classes six days a week.

A student may change his major subject. But, in so doing, loses all credit for courses already taken and must resume study as a first-year student. Students may transfer between like institutions (for instance, from an agricultural institute to another agricultural institute) at the end of any academic year. Transfers between unlike institutions is permitted only at the end of the first or second year of study. Transfers are not permitted during an academic year.

Specialty training starts earlier in Soviet institutions than in U.S. colleges. Soviet undergraduate students tend to perform more research. Students also receive a great many incentives to complete research: free trips to sanitoria, sports camps, and monetary prizes.

In addition to courses in their major, Soviet students are required to study Marxism-Leninism. Study of a foreign language is required during the first two years.

Soviet college students, who are enrolled full-time, receive a monthly stipend. The stipend increases as a student nears completion of his or her studies in the last two years. Students engaged in certain disciplines, including mining and oil, receive 10 more rubles per month. Students who excel in their studies *and* in Communist Party life receive up to a 25-percent increase in their stipends. Special, large stipends may also be granted.

During the meeting, Minister Yelyutin criticized the U.S. termination or curtailment of educational and cultural exchanges, while offering to expand the current number of exchanges at any time. "Exchanges exist," he concluded, "but flow in a narrow stream." Chairman Simon responded for the delegation by indicating that while America would like to broaden the stream, Soviet actions in Afghanistan had precipitated the reduction in exchanges and that some movement in that area was needed to restore the status quo.

PRIMARY AND SECONDARY EDUCATIONAL SYSTEM

The new Soviet Constitution of October 1977 has an article on the right to education:

> Article 45. Citizens of the U.S.S.R. have the right to education.
>
> This right is ensured by free provision of all forms of education; by the institution of universal, compulsory secondary education, and broad development of vocational, specialized secondary, and higher education, in which instruction is oriented toward practical activity and production; by the development of extramural, correspondence and evening courses; by the provision of state scholarships and grants and privileges of students; by the free issue of school textbooks; by the opportunity to attend a school where teaching is in the native language; and by the provision of facilities for self-education.

In the Soviet Union children begin formal compulsory education at age seven. Kindergarten, for children ages three to seven, is not manda-

tory in the U.S.S.R. Primary education (*nachalnaya shkola*) and secondary education (*srednyaya shkola*) are combined in a single program of either eight years (*vosmiletka*) or ten years (*desyatiletka*). Attendance in school is mandatory for eight grades (or until the end of the year in which the student reaches sixteen). Students who wish to enter an institution of higher learning (*vuz*) must complete the ten year course. Those who quit school after eight grades do not receive a diploma (*attestat zrelosti*). Almost all eighth grade graduates continue their education in some type of school.

Vocational schools and trade schools enable those who leave school at the end of eight grades to obtain a diploma and the equivalent of a ninth and tenth grade education while learning a profession or trade. There are two types of vocational school: the *tekhnikum*, which trains skilled technicians, such as electronics workers, engineers, clerical workers and managers; and the *uchilishche*, which trains nurses, librarians, primary school teachers and like semi-professionals. Courses in these schools last two or three years, depending on whether the entrant has already obtained a ten-year education. The Soviet trade school (*profuchilishche*) produces skilled workers such as carpenters, mechanics and plumbers.

Students spend most of their time as wage-earning apprentices. The length of the course varies from a few months to several years, depending on the subject. There are secondary schools for training future army and naval officers, for the Army—the *Suvorov* Academy, and, for the Navy—the *Nakhimov* Academy.

Vocational schools, trade schools, universities and institutes may be attended through a school's correspondence division (*zaochnoe otdeleniye*) or evening division (*vechernyeye otdeleniye*). At the college level, about half of all students receive their degree through these divisions.

PRIMARY AND SECONDARY EDUCATION

The Simon delegation next met with Minister of Education Mikhail A. Prokofiev. Minister Prokofiev was accompanied by the Deputy Minister Zhuraulyoua and an education minister from Veselov, one of the provinces. The Minister provided an extensive briefing on the Soviet Union's primary and secondary system, which emphasized the study of foreign languages, and described the work of his ministry. Some basic points made in his discussion of the Soviet primary/secondary systems include:

The Soviets operate a ten month (August/May), six day a week school year which includes 4–7 hours of academic work per day.

Education costs about 500 rubles per student each year—400 rubles are provided by the state while 100 rubles are paid by the parent.

There are 3 million teachers of primary and secondary schools in the Soviet Union who earn an average of 150 rubles per month depending on their hours of instruction, experience and courses taught.

Unlike the American school system, in the Soviet Union both primary school (*nachalnaya shkola*) and secondary school (*srednyaya shkola*) are administratively combined within a single eight- or ten-year school program (*vosmiletka* or *desyatiletka*). Teachers of primary grades have three or four years training at a teacher's vocational school (*peduchilishche*). Teachers in the upper grades are trained

specialists in a single subject, and most have completed a pedagogical institute (*pedinstitut*). However, some are university graduates.

The head of a school is the director (*direktor*) and is a teaching administrator. Each school has two assistants (*zavuch*), one for the school curriculum, and one for extra-curricular affairs. Both have teaching responsibilities. A teacher's council (*pedsovyet*) meets regularly and advises the director and the two top assistants.

There are various types of schools in the Soviet Union. In the Prolonged Day School (*Shkola prodlenogo dnya*) the students (*ucheniki*) remain at school until about seven in the evening and return early the next morning.

There are numerous boarding schools (*shkola-internat*). Depending upon the type, they care for orphans, children who require special treatment unavailable at home, and those with disciplinary problems. Boarding schools employ "upbringers" (*vospitateli*) who are responsible for the physical and moral development of the children. In 1980, approximately five percent of all Soviet school children attended prolonged day schools and boarding schools, which were instituted after the Twentieth Party Congress in 1956.

The most popular type of school is the "special school" (*spetsshkola*) in which the curriculum is devoted to developing a single special ability, such as in ballet, a foreign language, or a science. Schools specializing in a foreign language introduce the language into the curriculum in the second grade. In later grades, other subjects may even be taught in the foreign language. There are about 70 special schools for language study in Moscow.

CULTURAL AFFAIRS

The delegation's final meeting of the day was with Deputy Minister of Culture Yuri Y. Barabash. Deputy Minister Barabash offered the delegation a complete briefing on the nature and extent of funding of Soviet cultural activities. After applauding the extensive cultural exchanges the Soviets maintained with the U.S. prior to 1980, he expressed regret and surprise at their unilateral termination by former President Carter. The Deputy Minister also expressed pride in the Soviet's cultural relationship with 120 other countries. Highlights of the Deputy Minister's opening presentation were:

An extensive bureaucracy involved in the arts and includes more than one million persons;

Seventy-two colleges and almost 400 primary and secondary schools have special programs in the arts;

Money is allocated by geographical area to support the best professional groups in the arts; and

The Ministry's budget is about 3 billion rubles, of which 3 million rubles go to the Bolshoi.

The Bolshoi and the Hermitage are viewed as "national treasures" and are heavily funded. At the present, there is a heavy emphasis on cultural development in Siberia and the far eastern regions of the Soviet Union. The Deputy Minister, in response to a question from Representative Corrada, indicated that cultural diversity in a country where 80 languages are spoken is a fact which enriches the overall national culture.

Both Chairman Simon and the Deputy Minister emphasized the need for an increase in cultural exchanges as a means of improving dialogue and understanding between both countries.

FOREIGN POLICY

The final day of the delegation's stay in Moscow was highlighted by a three hour discussion of foreign policy issues with three members of the Soviet Party Central Committee. The three individuals representing the Commission on Foreign Affairs of the Supreme Soviet were: Georgi Arbatov, Director of the Institute for the Study of USA and Canada; Nikolay Inozemtsev, Director of the Institute on the World Economy and International Affairs; and Georgi Zhukov, a very prominent Pravda journalist. In addition to being an opportunity for the frank exchange of views, this meeting was held in the Kremlin and with the highest ranking and most knowledgeable "Americanist" that the delegation contacted during the Soviet portion of the visit.

The subjects discussed included the arms race, Soviet-American relations, the invasion of Afghanistan, and the reopening of SALT talks. While the Soviet side blamed the U.S. policy for "chill" in academic and cultural exchange programs, the U.S. delegation made it clear to the Soviets that the American public was in no mood for business as usual. In summary, the U.S. Congressional delegation responded to the Soviets by stressing that as Members of Congress, they felt that if the Soviets were truly concerned about a constructive exchange program and extended dialogue, the American public would have to be convinced by Soviet actions, not words.

The entire delegation was hosted for lunch at the Palace of Congresses by Parlimentary Group Chairman Shitikov of the Supreme Soviet. Following lunch and the delegation's press conference, the Codel Simon bus made its way to Sheremetyevo airport. In route, the delegation was able to visit the theatre where the Bolshoi ballet performs. It was a magnificent and beautiful sight and a wonderful way of concluding the visit to Moscow.

FOREIGN LANGUAGE TRAINING AND INSTRUCTION

After arriving in Kiev on the afternoon of June 30, 1981 and being treated to a festive dinner and music at a Ukranian restaurant, the delegation began its short stay in the "City in a Park" with a visit with the Mayor. The Mayor and the Kiev City Executive Committee gave a full briefing on the history of the city. The delegation toured several important historical sites, including the University of Kiev (oldest in Russia) and several war memorials.

The Kiev State Institute for the Teaching of Foreign Languages provided an unusual opportunity to understand the differences in the two nations' approach to the teaching of foreign languages. Most evident during the presentation by Acting Rector Vera Lebedeva was the emphasis and priority placed on foreign language instruction for elementary, secondary and postsecondary students. During the question and answer period which followed, these additional points of interest were provided:

Early emphasis is placed on foreign language training in Soviet primary schools;

Foreign language competency requirements are stressed at the secondary and postsecondary levels; and

The instruction approach includes practical, theoretical and cultural aspects to the learning of another language.

The delegation departed Kiev and the Soviet Union with an improved knowledge of Soviet education and culture, a revived sense of the importance of communication across the barrier of language, and a profound desire to revitalize United States-Soviet educational, scientific and cultural exchanges.

DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS (DODDS)

Thursday morning, July 2, 1981, began the first full day in Bonn. The Members called on the new Ambassador to West Germany, Arthur E. Burns. This was followed by a briefing by the Embassy staff.

The delegation then received a full briefing, with a slide presentation from Dr. Georgia Williams, Director of the Department of Defense Dependent Schools (DODDS) in Germany South. Also, present and assisting were Dr. Olson (DODDS) and Drs. Wiles and Davis of DODD Schools, Germany North.

The administrators of both systems, especially the new director of Germany South, Dr. Williams, expressed a preference for remaining part of the Department of Defense. They believe they depend on the military for their facilities, transportation, utilities, accounting system, and other logistical items, and that it would be much too confusing, and an administrative nightmare if the Department of Defense Dependent Schools were shifted to the Department of Education. The new superintendent said she came into the post with a neutral position on the issue, but was "amazed" at the interest of the military in the schools for military personnel. She said she could not ask for better cooperation. In fact, their briefing booklet for Codel Simon included a section entitled, "Relationship to Department of Education," under which the most recent status was "1981—(spring) advised that transfer will never occur." They conveyed the distinct impression that this was indeed what they wanted.

All of the schools follow a 5-year curriculum plan which is developed in a package by the central office of the Director. During the 1980–81 school year, curricula will be finalized for health, physical education, social studies, student services, career education and computer education.

The schools are accredited by the North Central Association of Colleges and Schools—an external accrediting association—which completes a site visitation at the high schools every five years and at the elementary schools every six years. The site visits typically last for three days and are comparable to those in the United States. Dr. Williams commented that the North Central teams were particularly impressed with the quality of the schools, and with the exception of basic math, that their students scored highly on the SAT tests.

Because of Chairman Simon's strong interest in foreign language, several questions dealt with this aspect of the schools and their at-

tempts to provide for "host nation culture programs." According to Dr. Williams, 40 percent of the students are in foreign language programs. Almost 100 percent of the elementary students take German classes. This percentage goes down to 60 percent at the junior high level. On the other hand, we were informed independently by some staff and parents at lunch, that many military personnel made no attempt whatsoever to understand the local culture and learn the native tongue. The example given to us was their impression that many American servicemen would hang around the base, never go sightseeing and insist on drinking American beer in one of the world's most outstanding beer meccas.

Perhaps the greatest problem faced by DODDS is the delay in receiving updated instructional materials from the States. The administrators attributed this difficulty to "logistics".

While the new superintendent of the system is a black woman, the entire cabinet consists of white males. There are few minorities on the faculty as well, especially Hispanics. This was of particular concern to Congressman Corrada.

Interestingly, there is no compulsory attendance requirement for children of American Armed Forces personnel abroad. A number of the administrators speculated that as a result several children most likely do not attend school. However, this was not presented as a major concern. A military installation is a closed "community" with the Base Commander keeping a close watch to insure it runs smoothly, included the DODD School. Should nonattendance become a problem it most probably could be dealt with effectively through the parents.

If the Administrators of the DODD Schools felt formal rules for compulsory attendance were necessary (and at this time they do not), it would have to be accomplished through Federal legislation.

Two parents also met with the delegation. They had not been invited originally, but learned about the meeting, and were permitted to make short presentations to the delegation. One of them was Jack Seymour, a State Department employee, the other the spouse of a State Department employee.

Mr. Jack Seymour began his presentation by remarking that there was a "massive bureaucracy" in the DODDS. While he said that the school in Bonn was a good one, he said there was "much more" which could be done, "especially in terms of relationships with the host culture." What is done now, he said is "not that great," even for those students who are eager for this kind of activity. He indicated that you could sum it up with the phrase "little meaningful contact".

He also stated that DODDS had adopted the general philosophy—now prevalent in the States—that schools should concentrate more on basic skills and discipline. He believes that there is a reluctance in the system to encourage excellence.

Another concern articulated by Mr. Seymour was that school principals are faced with an insurmountable bureaucracy with little or no say in the hiring and firing of teachers. There is an overall lack of flexibility, perhaps he reasoned, because of the small size of the schools.

Mr. Seymour suggested that more should be done for children needing advanced placement—that there were not enough gifted and talented programs. He strongly suggested that there should be more done in the area of testing so that DODDS students could be compared with those in the United States.

Members and staff raised several concerns about the race, ethnicity of the teaching staff and the extent of language training in the curriculum. Data was requested and provided on the race and sex of teachers and staff by grade.

○